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17. ABSTRACT (MAX. 250 WORDS)

This report of a project conducted under the supervision of the Bureau of Institutional Research at St. Louis University deals with student-faculty relations. Questionnaires were administered in the spring of 1956 to a structured sampling of students and faculty on the following areas of student-faculty relations: (1) General attitude, (2) basis for improving present relations (cause for poor relations, responsibility for improvement, means for improvement), (3) student consultation with faculty (use and availability of consultation and reasons for non-use), (4) student-faculty acquaintance, and (5) counseling activities.

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STUDENT-FACULTY RELATIONS, ST. LOUIS UNIVERSITY

(A Study Supervised by the Bureau of Institutional Research)
O. F. Anderhalter, Director

Return to Alice
Kocher, Esq.

During the Spring semester of 1956 the question of student-faculty relations at St. Louis University was given considerable attention by both students and faculty members. Many opinions were informally expressed, with the pros and cons of present relations resulting. The request of student organizations and faculty groups, the Bureau of Institutional Research undertook to supervise a study pointed toward gathering a representative viewpoint of faculty and student toward current relations.

As a first step, the staff of the Bureau prepared separate questionnaires for students and faculty members--each focused on the various aspects of student-faculty relations. Complete copies of each questionnaire are included as Appendix A of this report. It would, perhaps, be well to glance at the questions before going further in the reading of this report.

As can be seen from the questionnaires, allowance was made for the checking of the reliability and representativeness of the results. Among such allowances are the following:

1) One item calls for information concerning class level of student, another calls for grades, and still others for similar identifying information. The purpose of such questions was to enable evaluating the representativeness of students to be included in the sample taking the questionnaire.

2) Similarly, various questions in the faculty questionnaire call for the number of courses taught, field of teaching, school of the University, and similar information enabling evaluation of the representativeness of faculty completing the questionnaire.

3) In each questionnaire, the same information is often called for by different questions in either different wording or different form. Responses to such highly related questions enables checking the consistency with which

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individuals completed the questionnaire--consequently providing "reliability" information.

4) Similar information is called for in the separate questionnaires, allowing a cross-check, or validity check, on some information. Thus students might be asked to indicate the availability of faculty, and faculty might be asked to indicate their availability. Consistency of the two sets of responses would be essential to relying on either result.

The results of such checks are given in the discussion of results, in a summary interpretation section to follow.

Aside from the cross-checks inherent in the questionnaire, a number of procedures followed in the collection of responses were pointed toward improving the reliability and representativeness of the results. Among these were the following:

1) The personal interview method of collecting responses was used rather than requiring each individual to fill the questionnaire on his own. Members of Alpha Sigma Nu carried out this phase of the study.

2) The individual interviewing each student or faculty completed an item expressing his opinion of the attitude of the individual being interviewed. From results in Appendix B, it is significant to note that 85% of the faculty were rated as either "very interested" or "average interested" (with 47% in the former group); and 95% of the students were rated in these two categories, with 51% in the first. It would appear that individuals completing the questionnaires were serious in the information they gave.

3) The sample of individuals selected was picked in accordance with a structured sampling system, insuring representativeness in terms of class level, school of the University, grade level, and other similar variables.

4) The size of the sample was sufficient to provide reliable figures, at least for the major categories. The standard error for all University results is less than 5%, indicating that one can be reasonably sure that percentages

obtained are "within" 5% of what would have been obtained had all students at the University been included. This error becomes larger for some of the breakdowns of course. For all practical purposes most of the more detailed breakdowns, based on smaller numbers of individuals, can be safely assumed to be correct to within 10% (the figure obtained if a random sample of 25 individuals were used).

A. Summary of Results

Complete results are given in the tables of Appendix B. These tables give breakdowns by school, class, and other pertinent variables. A suggested use of the complete data is given later. It might first be well, however, to give a summary of results pertinent to the total sample. Thus we can see how the results can be interpreted, independently of school, class, and so on. Aside from the general results in themselves, the general type of interpretation given can also serve as a guide for the more detailed interpretation possible in terms of individual schools, class, etc.

Rather than an item by item interpretation, it is likely more suitable to give the general interpretation in terms of topics. The various items in the questionnaires were grouped for this purpose, with the following headings giving the summary for each:

1. General Attitude Regarding Student-Faculty Relations

The first question on each questionnaire related to the overall attitude of students and faculty toward their relationship, with each being asked to answer yes or no to the question "Do you feel present student-faculty relations at St. Louis University are satisfactory?" Essentially the two groups are in fair agreement in this regard. 74% of the faculty responded favorably and 58% of the students (being over 60% of those who responded since 6% gave no response) answered similarly. There would appear to be at least a majority feeling in both groups that present relations are at least fairly satisfactory.

For this area, as well as for others, it should later be noted that the figures differ from one school to another. Thus among students, the figure is 50% for Arts School and 70% for I. T. School. This summary report will provide the figures for such breakdowns, but will restrict itself to giving the "all University" interpretation.

2. Basis for Improving Present Relations

A group of questions on each questionnaire were pointed toward gaining insight as to how current relations might be improved. Such questions can further be sub-grouped into those related to the cause for any poor relations existing, those specifying the group to take the initiative in effecting improvements, and those related to means that might be used to improve the relations.

a) Cause for Less Than Perfect Relations.--Question 2 of both questionnaires required the placing of blame for any less than perfect relations. As might be expected, slightly more faculty placed the blame on students rather than on faculty (percentages being 52% for students, 43% for faculty, with 5% giving no opinion), while slightly more students placed the blame on faculty rather than students (here the figures were 38% for faculty, 25% for students, and 37% giving no opinion). It can be noted that many students were hesitant to give an opinion to this question. It is significant to note that in spite of any possible bias, many faculty members blamed themselves, and many students blamed themselves. In general, it would appear that both groups recognize that a certain amount of blame should go to each.

b) Responsibility for Improvement.--Question 3 on both questionnaires relates to the responsibility for initiating improvements in relations. From the results, it would appear that faculty and students both feel each should play a part in initiating improvement--with exactly the same number of faculty listing students and faculty (43% for each), and approximately

the same number of students marking faculty and students (32% and 34% respectively). The two groups differ, however, on the part of the administration. Students favor administration comparably to the other groups (with 34% marking administration), while only 14% of the faculty favored administration. Consequently, faculty opinion would dictate initiation by faculty and students, with little administration help, while students would appear to favor some initiative from all three groups.

c) Means for improvement.—Question 4 on both questionnaires is related to means that might be used to improve student-faculty relations. The use of professional clubs was the most frequently selected possibility by both groups. Next in line came such social clubs as the French Club, International Club, and other Academically oriented types of social clubs. Pure social activities, such as dances, were selected by a very small percentage of both faculty and students. It would appear that both students and faculty tend to shy away from joint social activities, such as dances, in preference to joint participation in activities more academically oriented—as professional clubs, social clubs of an academic nature, and so on.

3. Student Consultation With Faculty

Another group of questions was directed toward the more specific aspect of student-faculty relationship, student consultation of faculty. Such items can conveniently be sub-grouped into those dealing with the availability and use of available facilities, and those related to possible reasons for non-use.

a) Use & Availability of Consultation.—Related questions on the two questionnaires are similar but not identical. The student questionnaire contains three pertinent items (numbers 5, 7 and 13). The first requires student expression of their use of available consultation. The second calls for their expression of the number of instructors to whom they feel they can approach for consultation. The third is a type of cross-check on the second, requiring an indication of the number of instructors they feel they can approach with the specific problem--questionable grades.

On the first of these, approximately half of the students indicate that they use the system and the other half indicate that they do not (with exact percentages being 47% and 53% respectively) . The results from question 7 are encouraging. The largest number of individuals indicated that they felt they could approach almost all of their instructors if they so desired. About 68% (some 2 in three) felt that they could approach at least half of their instructors. This result is verified by the response to question 13, where 78% indicated that either all, or most, of their instructors could be consulted on the specific problem of questionable grades.

Three questions on the faculty questionnaire were along related lines (numbers 5, 6 and 7). The first refers to faculty availability for consultation before and after class, the second refers to the hours of availability, and the third refers to student use of available hours. On the first (question 5), some 74% of the faculty indicated availability either "always", or "usually" before class, with all indicating availability after class except when another class follows immediately. These results are consistent with the students' responses concerning availability of faculty.

Results for question 7 shows that 63% of the faculty indicated that less than 4 hours are actually used by the students, with only 12% indicating over 8 hours used. This again is consistent with the student response showing that over half of the students do not make use of consultation available.

Generally, these results would appear to indicate that faculty does make consultation time available, and that students are aware that such time is available and faculty can be approached. Both groups also appear aware that full use of such time is not made.

c) Reasons for non-use.—Question 6 on the student questionnaire and question 8 on the faculty questionnaire relate to reasons for non-use of consultation opportunities where not used.

On the student questionnaire, 52% indicated such consultation was not used because of "no particular need". Some 18% indicated "lack of time" and another 18% indicated "class or activity conflict". Only 12% indicated

"indifference of faculty". These responses would appear to indicate that students feel there is adequate consultation available, in fact, perhaps more than necessary.

On the faculty questionnaire, some 31% give the student reason of "no particular need", with 53% feeling that it is due to student "disinterest". Hence faculty would generally feel that some who think there is no need might actually be in need but do not avail themselves because of lack of interest. Some faculty (16%) also feel that little usage might be due to lack of faculty motivation.

The fact that the smallest group of students indicated "indifference of faculty" and the smallest group of faculty indicated "lack of faculty motivation", would appear to indicate that a minority of both groups would blame and non-use upon the faculty. Both groups apparently are satisfied with availability, although they differ somewhat in-so-far as why full use is not made of available time.

4. Student-Faculty Acquaintance

A group of questions on the questionnaires were related to more personal type of acquaintance of faculty and students. Questions 9 and 10 on the student questionnaire call for the "percentage of instructors who recognize you by name", and the "percentage of instructors you feel you know personally". Questions 10 and 11 on the faculty questionnaire calls for them to indicate the "percentage of students they know by name" and the "percentage of students they know personally". One set is consequently a type of cross-check on the other.

There appears to be general agreement with respect to the number of students faculty recognize by name. More students marked 76-100% category, with successively smaller numbers of students marking each successive lower category. Similarly, the largest segment of the faculty marked the 76-100% category, with smaller numbers of faculty selecting each of the lower categories. Very few feel that they know less than half of the students (or faculty as the case may be). In a later detailed study, it is significant to note that the percentages jump considerably for graduate students.

There is also general agreement regarding the personal acquaintance among faculty and students--although the level is considerably different. Both groups agree that very few students and faculty are "personally" acquainted. 67% of the faculty checked the 0-25% group, and 70% of the students checked similarly. Thus, both groups feel they know one another by name, but have a "personal" acquaintance with relatively small numbers.

One can perhaps relate this result to the previous student opinion regarding social activities (with dances, etc., given little weight). Perhaps both groups do not desire a more personal type of acquaintance.

5. Counseling Activities

The last group of questions relate to counseling services. Questions 8 and 11 on the student questionnaire, and question 12 on the faculty questionnaire pertain to satisfaction with current counseling and question 12 of the student questionnaire and 13 of the faculty questionnaire pertain to suggestions for improving counseling services.

With respect to current satisfaction, some 65% of the students responded favorably to the current program when phrased as the question 8, and 59% responded favorably when the same question was reworded in question 11. The cross-check verifies students general satisfaction with the current program.

Faculty, on the other hand, are somewhat less enthused. Approximately 50% felt that last year's program was not too successful. Students, therefore, appear somewhat more satisfied with the program than do the faculty.

There were very few suggestions for improving counseling services from either group. Many students (71 in all) offered no suggestions, and many of the faculty (20 in all) answered similarly. Some 16 students suggested that counselors be in the same field as the students, with the same suggestion receiving a relatively large number from the faculty. Some 16 students also suggested a better organization of the program, which was also repeated by a number of faculty. Other suggestions from small numbers of faculty or students included such as the use of more tests, students election of counselor, use of professionally trained counselors, and others detailed in Appendix B.

B. Full Results With Breakdowns

As previously mentioned the summary just completed was restricted to "all University" responses. Actual data was broken down by class level, school of the University, and other similar variables. Full results of this nature constitute Appendix B of this report. To understand the figures given it may be necessary to look at one item from each questionnaire to see the format used in presenting the statistics.

Consider first the data for item one of the student questionnaire. It can be seen that the question is written above the figures. In the table, the breakdown of the sampling is listed. The first column of figures gives the number of individuals in each category, given so that you can judge the reliability of the percentages given. All other columns correspond to answer categories to the question as on the questionnaire. Thus, for question one, you can see that there were 137 students from all schools in the University, with 50 lower-classmen and 87 upperclassmen. Of the 137 students, 58% responded yes to the question with 36% responding no and 6% expressing no opinion. By going accross the row for any other category (as lowerclassmen in Arts), the figures can be interpreted in a similar manner. Also, figures for all other itmes are interpreted similarly. It should be noted that "fill-in" answers to questions 4 and 12 are tallied separately at the end of all student items.

Consider next the data for item one on the faculty questionnaire. You can see that the data is organized in a similar fashion to the student data. Again the breakdown is given on the left, with the number of faculty appearing in the first column, and percentages responding in the various ways falling in the additional columns. Again, fill in responses to question 4 and 13 are tallied separately following results from other items.

Appendix A

Samples of Student and Faculty Questionnaires

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STUDENT QUESTIONNAIRE

School: _____

Class: _____

Credit Point Average _____

1. Do you feel the present student-faculty relations at Saint Louis University are satisfactory?
Yes _____
No _____
No Opinion _____
2. If you feel they are not satisfactory, indicate whether you think the main fault is with the:
Student _____
Faculty _____
No Opinion _____
3. In any event which group do you feel should take the initiative in improving relations?
Students _____
Faculty _____
Administrative _____
4. Check the student functions that you think would be appropriate for joint faculty members and students and which would aid in improving student faculty relations:
Dances _____
Social Clubs (e.g. French Club, International Club, etc.) _____
Professional Clubs _____
Lectures _____
None _____
Any other suggestions _____
5. Do you take advantage of the time allotted to you by instructors for student consultation:
Yes _____
No _____
6. If you do not take advantage of student consultation offered by instructors indicate the following reasons why you do not?
No particular need for consultation _____
Indifference of the faculty _____
Conflicting Classes and Activities _____
Lack of consultation time _____
Other reasons? 6 _____
7. About what per-centage of all of the instructors you have had do you feel can be approached for consultation?
_____ %

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Student Questionnaire (cont'd)

8. Do you feel that you have been offered proper counseling here at the University?
Yes _____
No _____
9. About what percentage of your instructors recognize you by name?
_____%
10. About what per-centage of your instructors do you feel know you personally?
_____%
11. Are you satisfied with present method of student counseling?
Yes _____
No _____
12. Can you suggest any improvements in the counseling program?
13. In the event that you feel you have been given a questionable grade do you feel free to discuss this matter with:
All of your instructors _____
Most of your instructors _____
Few of your instructors _____
14. How many courses are you taking?

Interviewer's opinion of
interviewee's attitude:

Very interested _____
Average interest _____
Indifferent _____
Refused Interview _____

FACULTY QUESTIONNAIRE

School of the University: _____

Office Hours: _____

1. Do you feel the present student-faculty relations at Saint Louis University are satisfactory?

Yes _____

No _____

No Opinion _____

2. If you feel they are not satisfactory indicate whether you think the main fault is with the:

Student _____

Faculty _____

No Opinion _____

3. In any event which group do you feel should take the initiative in improving relations?

Students _____

Faculty _____

Administration _____

4. Check the student functions that you think would be appropriate for joint faculty members and students and which would aid in improving student-faculty relations:

Dances _____

Social Clubs (e.g. French Club, International Club, etc.) _____

Professional Clubs _____

Informal Discussions (e.g. Bag Luncheons, Etc.) _____

Lectures _____

None _____

Any other suggestions _____

5. Are you available for student consultation before and after classes?

Before

Always _____

Usually _____

Rarely _____

After

Always _____

Usually _____

Rarely _____

6. About how many hours each week do you consider yourself available to students for consultation?

About _____ to _____ hours

7. About how many hours do students actually utilize for student consultation?

About _____ to _____ hours

8. If students do not utilize fully these times allowed for consultation, indicate what you think is the chief reason for this:

Student disinterest _____

No particular need _____

Lack of faculty motivation _____

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FACULTY QUESTIONNAIRE (cont'd)

9. How many classes (i.e. sections) do you teach?
Number of classes _____
10. Approximately what per-centage of your students do you recognize by name?

Undergraduates _____
Graduates _____
11. Approximately what per-centage of your students do you know personally?

Undergraduates _____
Graduates _____
12. Do you think last year's counseling program was successful?
Yes _____
No _____
13. Can you suggest any improvements in the counseling program?

Interviewer's opinion of
interviewee's attitude:

Very interested _____
Average Interest _____
Indifferent _____
Refused Interview _____

Appendix B

Detailed Results of Data for:

1. Faculty

2. Students

Appendix B-1

Results of Faculty Questionnaire

Faculty Questionnaire Results

Question #1 Do you feel the present student-faculty relations at Saint Louis University are satisfactory?

	Number	Yes %	No %	No Opinion %
A. All University	31	74	26	0
B. Arts School	25	68	32	0
C. Commerce & Finance School	3	100	0	0
D. Institute of Technology	3	100	0	0

Question #2 If you feel they are not satisfactory indicate whether you think the main fault is with the:

	Number	Student %	Faculty %	No Opinion %
A. All University	21	52	43	5
B. Arts School	18	44	50	6
C. Commerce & Finance School	2	100	0	0
D. Institute of Technology	1	100	0	0

Question #3 In any event which group do you feel should take the initiative in improving relations?

	Number	Students %	Faculty %	Administration %
A. All University	37	32	32	36
B. Arts School	27	30	30	40
C. Commerce & Finance School	3	33	33	34
D. Institute of Technology	7	43	43	14

Question #4 Check the student functions that you think would be appropriate for joint faculty members and students and which would aid in improving student-faculty relations:

	Number	Dances %	Soc.Clubs %	Pro Club%	Inf Disc%	Lect. %
A. All University	108	11	22	24	27	16
B. Arts School	86	9	23	24	28	16
C. Commerce & Finance School	11	9	18	18	27	28
D. Institute of Technology	11	27	18	27	18	10

Faculty Questionnaire Results Con't

Question: #5 Are you available for student consultation before and after classes?

<u>BEFORE</u>					
	Number	Always %	Usually %	Rarely %	
A. All University	34	56	18	26	
B. Arts School	28	54	14	32	
C. Commerce & Finance School	3	100	0	0	
D. Institute of Technology	3	33	67	0	
<u>AFTER</u>					
	Number	Always %	Usually %	Rarely %	
A. All University	33	85	15	0	
B. Arts School	27	85	15	0	
C. Commerce & Finance School	3	100	0	0	
D. Institute of Technology	3	67	33	0	

Question: #6 About how many hours each week do you consider yourself available to students for consultation?

	Number	0-4 %	5-8 %	9-13 %	14-17 %	18-22 %	over %
A. All University	32	6	31	41	3	13	6
B. Arts School	26	8	31	42	0	15	4
C. Commerce & Finance School	3	0	33	0	33	0	34
D. Institute of Technology	3	0	33	67	0	0	0

Question: #7 About how many hours do students actually utilize for student consultation?

	Number	0-4 %	5-8 %	9-13 %
A. All University	32	63	25	12
B. Arts School	26	65	23	12
C. Commerce & Finance School	3	33	33	34
D. Institute of Technology	3	67	33	0

Faculty Questionnaire Results Con't

Question: #8 If Students do not utilize fully these times allowed for consultation, indicate what you think is the chief reason for this:

	Number	Stu. Distintr. %	No Part. Need %	Lack of Fac. Motivation %
A. All University	36	53	31	16
B. Arts School	27	56	26	18
C. Commerce & Finance School	4	50	50	0
D. Institute of Technology	5	40	40	20

Question: #9 How many classes (i.e. sections) do you teach?

	Number	1-2 %	3-4- %	5-6 or more %
A. All University	30	20	73	7
B. Arts School	25	20	76	4
C. Commerce & Finance School	2	50	50	0
D. Institute of Technology	3	0	67	33

Question: #10 Approximately what per-centage of your students do you recognize by name?

UNDERGRADUATES

	Number	0-25% %	26-50% %	51-75% %	76-100% %
A. All University	32	0	19	28	53
B. Arts School	26	0	12	31	58
C. Commerce & Finance School	3	0	67	0	33
D. Institute of Technology	3	0	33	33	34

GRADUATES

	NUMBER	0-25% %	26-50% %	51-75% %	76-100% %
A. All University	17	0	0	12	88
B. Arts School	15	0	0	0	100
C. Commerce & Finance School	1	0	0	100	0
D. Institute of Technology	1	0	0	100	0

Faculty Questionnaire Results Con't

Question: #11 Approximately what per-centage of your students do you know personally?

<u>UNDERGRADUATES</u>		Number	0-25% %	26-50% %	51-75% %	76-100% %
A. All University		30	67	27	0	6
B. Arts School		25	64	28	0	8
C. Commerce & Finance School		2	100	0	0	0
D. Institute of Technology		3	67	33	0	0
<u>GRADUATES</u>		Number	0-25% %	26-50% %	51-75% %	76-100% %
A. All University		14	36	0	21	43
B. Arts School		11	18	0	27	55
C. Commerce & Finance School		1	100	0	0	0
D. Institute of Technology		2	100	0	0	0

Question: #12 Do you think last year's counseling program was successful?

	Number	Yes %	No %
A. All University	22	50	50
B. Arts School	16	44	56
C. Commerce & Finance School	3	100	0
D. Institute of Technology	3	33	67

Question: #14 Interviewer's opinion of interviewee's attitude:

	Number	Very Inter- ested %	Av. Int. %	Ind. %	Ref. Int. %	No Op. %
A. All University	32	47	38	3	0	12
B. Arts School	26	50	38	4	0	8
C. Commerce & Finance School	3	67	0	0	0	33
D. Institute of Technology	3	0	67	0	0	33

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Faculty Questionnaire Results Con't

Suggestions for question #4 Check the student functions that you think would be appropriate for joint faculty members and students and which would aid in improving student-faculty relations:

No Suggestions	20	
Designated Meeting Places	6	
Undergraduate Professional Clubs	1	
Increased Counseling Contacts	1	
Fraternity Participation	1	
Open House at Faculty Members House	1	
Discussion Type Teaching	1	
Improved Counseling Service	1	
Social and Political Action Groups	1	
Sports Competition between Students and Faculty	1	

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Faculty Questionnaire Results Con't

Suggestions for question #13 Can you suggest any improvements in the counseling program?

No Opinion	12	
Trained Counselors	4	
Better Organized Counseling Program for Incoming Freshmen	3	
Reduction of Faculty Load	3	
Study of Student Problems	2	
Student Receive Grades from Counselors	2	
Common Building where Student and Faculty can Meet	1	
Better Administrative Organization	1	
Counseling only Those Students in Counselor's Classes or Field	2	
Stated Office Hours	1	
Better Coordination of Counseling Hours and Student Availability	1	
More Faculty Initiative in Extending Opportunities for Counseling	1	

Appendix B-2

Results from Student Questionnaire

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Student Questionnaire Results

Question: #1 Do you feel the present student-faculty relations at St. Louis University are satisfactory?

	Number	Yes %	No %	No Opinion %
A. All University				
1. Freshmen & Sophomores	50	57	36	8
2. Juniors & Seniors	87	60	37	3
3. All Classes	137	58	36	6
B. Arts School				
1. Freshmen & Sophomores	15	47	53	0
2. Juniors & Seniors	44	52	43	5
3. All Classes	59	50	46	4
C. Commerce & Finance School				
1. Freshmen & Sophomores	18	61	28	11
2. Juniors & Seniors	19	53	47	0
3. All Classes	37	57	38	5
D. Institute of Technology				
1. Freshmen & Sophomores	17	59	29	12
2. Juniors & Seniors	24	79	17	4
3. All Classes	41	70	22	8

Question: #2 If you feel they are not satisfactory, indicate whether you think the main fault is with the:

	Number	Students %	Faculty %	Administra- tion %
A. All University				
1. Freshmen & Sophomores	31	19	45	36
2. Juniors & Seniors	45	29	33	38
3. All Classes	76	25	38	37
B. Arts School				
1. Freshmen & Sophomores	10	20	70	10
2. Juniors & Seniors	25	24	28	48
3. All Classes	35	23	40	37
C. Commerce & Finance School				
1. Freshmen & Sophomores	11	0	27	73
2. Juniors & Seniors	15	40	40	20
3. All Classes	26	23	35	42
D. Institute of Technology				
1. Freshmen & Sophomores	10	40	40	20
2. Juniors & Seniors	5	20	40	40
3. All Classes	15	33	40	27

Student Questionnaire Results Con't

Question: #3 In any event which group do you feel should take the initiative in improving relations?

	Number	Student %	Faculty %	Administration %
A. All University				
1. Freshmen & Sophomores	51	35	37	28
2. Juniors & Seniors	73	33	29	38
3. All Classes	124	34	32	34
B. Arts School				
1. Freshmen & Sophomores	17	41	35	24
2. Juniors & Seniors	39	33	33	34
3. All Classes	56	36	34	30
C. Commerce & Finance School				
1. Freshmen & Sophomores	17	35	41	24
2. Juniors & Seniors	16	25	31	44
3. All Classes	33	30	34	34
D. Institute of Technology				
1. Freshmen & Sophomores	17	29	35	36
2. Juniors & Seniors	18	39	17	44
3. All Classes	35	34	26	40

Question: #4 Check the student functions that you think would be appropriate for joint faculty members and students and which would aid in improving student faculty relations:

	Number	Dances %	Social Clubs %	Prof. Clubs %	Lectures %
A. All University					
1. Freshmen & Sophomores	99	17	27	37	19
2. Juniors & Seniors	188	13	29	35	23
3. All Classes	287	14	29	36	21
B. Art School					
1. Freshmen & Sophomores	26	23	27	27	23
2. Juniors & Seniors	104	13	35	31	21
3. All Classes	130	15	33	30	22
C. Commerce & Finance School					
1. Freshmen & Sophomores	40	15	28	38	19
2. Juniors & Seniors	33	9	21	45	25
3. All Classes	73	12	25	41	22
D. Institute of Technology					
1. Freshmen & Sophomores	33	15	27	45	13
2. Juniors & Seniors	51	15	24	35	26
3. All Classes	84	15	25	39	21

Student Questionnaire Results Con't

Question: #5 Do you take advantage of the time allotted to you by instructors for student consultation:

	Number	Yes %	No %
A. All University			
1. Freshmen & Sophomores	50	52	48
2. Juniors & Seniors	87	45	55
3. All Classes	137	47	53
B. Art School			
1. Freshmen & Sophomores	15	73	27
2. Juniors & Seniors	45	56	44
3. All Classes	60	60	40
C. Commerce & Finance School			
1. Freshmen & Sophomores	17	53	47
2. Juniors & Seniors	19	37	63
3. All Classes	36	44	56
D. Institute of Technology			
1. Freshmen & Sophomores	18	33	67
2. Juniors & Seniors	22	32	68
3. All Classes	40	33	67

Question: #6 If you do not take advantage of student consultation offered by instructors indicate the following reasons why you do not?

	Number	No Particular need %	Ind. Fac. %	Con Cla Act. %	Lack Time %
A. All University					
1. Freshmen & Sophomores	40	48	8	23	21
2. Juniors & Seniors	54	56	15	15	14
3. All Classes	94	52	12	18	18
B. Art School					
1. Freshmen & Sophomores	8	38	13	25	24
2. Juniors & Seniors	30	53	17	17	13
3. All Classes	38	50	16	18	16
C. Commerce & Finance School					
1. Freshmen & Sophomores	13	62	15	15	8
2. Juniors & Seniors	12	50	17	17	16
3. All Classes	25	56	16	16	12
D. Institute of Technology					
1. Freshmen & Sophomores	16	50	6	31	19
2. Juniors & Seniors	12	67	8	8	17
3. All Classes	28	57	4	21	18

Student Questionnaire Results Con't

Question: #7 About what per-centage of all of the instructors you have had do you feel can be approached for consultation?

	Number	0-25% %	26-50% %	51-75% %	76-100% %
A. All University					
1. Freshmen & Sophomores	47	11	26	15	44
2. Juniors & Seniors	84	11	18	23	46
3. All Classes	131	11	21	23	45
B. Art School					
1. Freshmen & Sophomores	15	20	13	33	34
2. Juniors & Seniors	44	11	25	23	41
3. All Classes	59	14	22	25	39
C. Commerce & Finance School					
1. Freshmen & Sophomores	17	6	35	18	41
2. Juniors & Seniors	18	17	17	17	49
3. All Classes	35	11	26	17	46
D. Institute of Technology					
1. Freshmen & Sophomores	18	6	22	22	50
2. Juniors & Seniors	22	5	5	36	54
3. All Classes	40	5	13	30	52

Question: #8 Do you feel that you have been offered proper counseling here at the University?

	Number	Yes %	No %
A. All University			
1. Freshmen & Sophomores	50	66	34
2. Juniors & Seniors	82	65	35
3. All Classes	132	65	35
B. Art School			
1. Freshmen & Sophomores	15	53	47
2. Juniors & Seniors	43	58	42
3. All Classes	58	57	43
C. Commerce & Finance School			
1. Freshmen & Sophomores	17	59	41
2. Juniors & Seniors	17	59	41
3. All Classes	34	59	41
D. Institute of Technology			
1. Freshmen & Sophomores	18	83	17
2. Juniors & Seniors	22	82	18
3. All Classes	40	83	17

Student Questionnaire Results Con't

Question #9 About what per-centage of your instructors recognize you by name?

	Number	0-25% %	26-50% %	51-75% %	76-100% %
A. All University					
1. Freshmen & Sophomores	50	18	36	18	28
2. Juniors & Seniors	84	10	19	27	44
3. All Classes	134	13	25	24	38
B. Art Classes					
1. Freshmen & Sophomores	15	20	33	20	27
2. Juniors & Seniors	45	9	22	27	42
3. All Classes	60	12	25	25	38
C. Commerce & Finance School					
1. Freshmen & Sophomores	17	18	24	24	34
2. Juniors & Seniors	17	18	18	24	40
3. All Classes	34	18	21	24	37
D. Institute of Technology					
1. Freshmen & Sophomores	18	17	50	11	22
2. Juniors & Seniors	22	5	14	32	49
3. All Classes	40	10	30	23	37

Question #10 About what per-centage of your instructors do you feel know you personally?

	Number	0-25% %	26-50% %	51-75% %	76-100% %
A. All University					
1. Freshmen & Sophomores	50	70	10	12	8
2. Juniors & Seniors	86	52	34	9	5
3. All Classes	136	59	25	10	6
B. Art School					
1. Freshmen & Sophomores	15	73	13	7	7
2. Juniors & Seniors	44	52	34	9	5
3. All Classes	59	58	29	8	5
C. Commerce & Finance School					
1. Freshmen & Sophomores	17	65	12	18	5
2. Juniors & Seniors	19	58	32	10	0
3. All Classes	36	61	22	14	3
D. Institute of Technology					
1. Freshmen & Sophomores	17	76	6	12	6
2. Juniors & Seniors	23	48	35	9	8
3. All Classes	40	60	23	10	7

Student Questionnaire Results Con't

Question: #11 Are you satisfied with present method of student counseling?

	Number	Yes %	No %
A. All University			
1. Freshmen & Sophomores	49	67	33
2. Juniors & Seniors	87	54	46
3. All Classes	136	59	41
B. Arts School			
1. Freshmen & Sophomores	15	60	40
2. Juniors & Seniors	44	50	50
3. All Classes	59	53	47
C. Commerce & Finance School			
1. Freshmen & Sophomores	17	59	41
2. Juniors & Seniors	20	35	65
3. All Classes	37	46	54
D. Institute of Technology			
1. Freshmen & Sophomores	17	82	18
2. Juniors & Seniors	23	78	22
3. All Classes	40	80	20

Question: #13 In the event that you feel you have been given a questionable grade do you feel free to discuss this matter with:

	Number	All Instruc- tors %	Most Instruc- tors %	Few %
A. All University				
1. Freshmen & Sophomores	48	29	54	17
2. Juniors & Seniors	85	27	47	26
3. All Classes	133	28	50	22
B. Arts School				
1. Freshmen & Sophomores	15	20	60	20
2. Juniors & Seniors	43	26	42	32
3. All Classes	58	24	47	29
C. Commerce & Finance School				
1. Freshmen & Sophomores	17	41	47	12
2. Juniors & Seniors	19	5	53	42
3. All Classes	36	22	50	28
D. Institute of Technology				
1. Freshmen & Sophomores	17	25	56	19
2. Juniors & Seniors	23	48	52	0
3. All Classes	40	38	53	9

Student Questionnaire Results Con't

Question: #14 How many courses are you taking?

	Number	3 or less %	4 %	5 %	6 or more %
A. All University					
1. Freshmen & Sophomores	47	0	0	18	83
2. Juniors & Seniors	84	2	0	26	72
3. All Classes	131	2	0	23	75
B. Arts School					
1. Freshmen & Sophomores	15	0	0	33	67
2. Juniors & Seniors	44	5	5	41	49
3. All Classes	59	3	3	39	55
C. Commerce & Finance School					
1. Freshmen & Sophomores	15	0	0	20	80
2. Juniors & Seniors	20	0	5	15	80
3. All Classes	35	0	3	17	80
D. Institute of Technology					
1. Freshmen & Sophomores	10	0	0	0	100
2. Juniors & Seniors	23	0	0	4	96
3. All Classes	33	0	0	3	97

Question: #15 Interviewer's opinion of interviewee's attitude:

	Number	Very Inter- ested %	Avg. Inter- est %	Ind %	Ref. Int.%
A. All University					
1. Freshmen & Sophomores	49	51	43	6	0
2. Juniors & Seniors	87	50	45	5	0
3. All Classes	136	51	44	5	0
B. Arts School					
1. Freshmen & Sophomores	14	64	29	7	0
2. Juniors & Seniors	44	48	52	0	0
3. All Classes	58	52	46	2	0
C. Commerce & Finance School					
1. Freshmen & Sophomores	17	65	23	12	0
2. Juniors & Seniors	19	58	37	5	0
3. All Classes	36	61	31	8	0
D. Institute of Technology					
1. Freshmen & Sophomores	17	24	76	0	0
2. Juniors & Seniors	23	48	39	13	0
3. All Classes	40	38	55	7	0

Student Questionnaire Results Con't

Classification of "Other Suggestions" from free response in:

Question: #4 For Improvement of Student-Faculty Relationships

No Suggestions	118	
Joint Social Events	12	
Designated Meeting Places	9	
Student Participation in the Administration	1	
Sports Competition between Students and Faculty	1	
Coordinated and Cooperative Projects	1	
Availability of Faculty Members	1	
Required Seminars for Faculty	1	

Student Questionnaire Results Cont

Suggestions for question #12 Can you suggest any improvements in the counseling program?

No Suggestions	71	
Counselors in the Same Field as the Students	16	
Better Organized Counseling Program	16	
More Availability of Faculty Members	8	
More Counselors Allowing for more Individual Attention	8	
Upper Classmen Advisory Board	5	
Joint Activities	4	
Less Formality of Faculty Members	4	
Students Choose Own Counselors	4	
More Faculty Initiative in Extending Opportunities for Counseling	4	
Vocational Guidance Tests	2	
Pre-Freshmen Counseling	2	
More Freedom of Students in Organizing Their Programs	1	